

APR Template – Part B (4)

Part B State Annual Performance Report (APR) for _____ State
(Insert FFY)

Overview of the Annual Performance Report Development: The Rhode Island Department of Education (RIDE) first compiled and analyzed data for the development of the Annual Performance Report/State Performance Plan (SPP) utilizing the expertise of internal personnel. A draft along with the data was reviewed with the Rhode Island Special Education Advisory Committee (RISEAC). RISEAC advises the Commissioner and Board of Regents for Elementary and Secondary Education on matters concerning: (a) the unmet educational needs of children with disabilities; (b) comments publicly on any rules or regulations proposed by the State regarding the education of children with disabilities; (c) advises the Rhode Island Department of Education in developing evaluations and reporting on data to the Secretary under section 618 of the IDEA; (d) advises the RIDE in developing corrective action plans to address findings identified in Federal Monitoring Reports under Part B of the IDEA; and (e) advises the RIDE in developing and implementing policies relating to the coordination of services for children with disabilities. Membership of the committee is composed of individuals involved in or concerned with the education of children with disabilities. Parents of children with disabilities birth through 26 maintain the majority of the Committee Membership. The Membership also includes individuals with disabilities, teachers, representatives of institutions of higher education, private schools, charter schools, state and local education officials, administrators of programs for children with disabilities foster care and homelessness, vocational, community or business organizations, juvenile and adult corrections and State Child Serving Agencies. The SEAC reviewed the draft and provided suggestions and input. These were incorporated into the final copy of this document. Progress and slippage in meeting the targets in the SPP are discussed in detail in each indicator submitted to OSEP. All indicators are publicly available on the RIDE website at the following link:

http://www.ride.ri.gov/Special_Populations/State_federal_regulations/Default.aspx.

Each year RIDE publicly reports per 34 CFR 300.602(b)(1)(i)(A). This year per OSEP, RIDE will publicly report on Indicators 1, 2, 3, 4A, 5, 8, 9, 10, 11, 12, 13, and 14. This, per OSEP, will occur no later than June 2, 2010. The link to access Rhode Island's public reporting information which details the performance of each LEA on the targets in the SPP is:

https://www.eride.ri.gov/eride2K5/SPED_PublicReporting/.

Monitoring Priority: Effective General Supervision Part B / General Supervision

Indicator 20: State reported data (618 and State Performance Plan and Annual Performance Report) are timely and accurate.

(20 U.S.C. 1416(a)(3)(B))

Measurement:

State reported data, including 618 data, State Performance Plan, and Annual Performance Reports, are:

- Submitted on or before due dates (February 1 for child count, including race and ethnicity; placement; November 1 for exiting, discipline, personnel and dispute resolution; and February 1 for Annual Performance Reports and assessment); and
- Accurate, including covering the correct year and following the correct measurement.

States are required to use the "Indicator 20 Scoring Rubric" for reporting data for this indicator.

Applied: See Indicator 20 Worksheet

Table 20.1a

FFY	School Year	Measureable & Rigorous Target	Actual
2006	2006-2007	100% Timeliness & 100% Accuracy	80.7%
2007	2007-2008	100% Timeliness & 100% Accuracy	81.7%
2008	2008-2009	100% Timeliness & 100% Accuracy	100%

SPP/APR Data - Indicator 20 Worksheet

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			State
APR Indicator	Valid and Reliable	Correct Calculation	Total
1	1		1
2	1		1
3A	1	1	2
3B	1	1	2
3C	1	1	2
4A	1	1	2
5	1	1	2
7	1	1	2
8	1	1	2
9	1	1	2
10	1	1	2
11	1	1	2
12	1	1	2
13	N/A	N/A	0
14	* N/A	* N/A	0
15	1	1	2
16	1	1	2
17	1	1	2
18	1	1	2
19	1	1	2
		Subtotal	34
APR Score Calculation	Timely Submission Points - If the FFY 2008 APR was submitted on-time, place the number 5 in the cell on the right.		5
	Grand Total - (Sum of subtotal and Timely Submission Points) =		39.00

618 Data - Indicator 20 Worksheet					
Table	Timely	Complete Data	Passed Edit Check	Responded to Data Note Requests	Total
Table 1 - Child Count Due Date: 2/1/09	1	1	1	1	4
Table 2 - Personnel Due Date: 11/1/09	1	1	1	1	4
Table 3 - Ed. Environments Due Date: 2/1/09	1	1	1	1	4
Table 4 - Exiting Due Date: 11/1/09	1	1	1	1	4
Table 5 - Discipline Due Date: 11/1/09	1	1	1	1	4
Table 6 - State Assessment Due Date: 2/1/10	1	1	1	1	4
Table 7 - Dispute Resolution Due Date: 11/1/09	1	1	1	1	4
				Subtotal	28
618 Score Calculation			Grand Total (Subtotal X 1.857) =		51.996

Indicator #20 Calculation	
A. APR Grand Total	39.00
B. 618 Grand Total	52.00
C. APR Grand Total (A) + 618 Grand Total (B) =	91.00
Total N/A in APR	0

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Total N/A in 618		State
		0
Base		78.00
D. Subtotal (C divided by Base*) =		1.000
E. Indicator Score (Subtotal D x 100) =		100.00

Actual Target Data for FFY 08: 100% (See Table 20.1a above)

In using the Rubric (see above) Rhode Island measured 100% for this indicator. All of the APR indicators were reported as reliable and valid with correct calculations. The Section 618 Data Tables were all submitted on time, were complete and passed all the edit checks. Any data notes that were requested were provided.

Indicator 20 issues in FY07:

For FY07 the rubric was not included in the SPP/APR document. For FY08 the rubric was incorporated into Indicator 20 document (See Above).

For FY07 Table 5 – Discipline (with all revisions/corrections/edits) was not submitted in a timely manner. For FY08 this reporting was submitted on time. To achieve this, the Discipline data was incorporated into the enrollment reporting process. To ensure more accurate reporting of this data, the data reported by each LEA is compared with the average number reported by each district for the last five years. For any LEA whose reported number fluctuates more than 10% over the average reported in the last five years, then the data is investigated by the LEA and the LEA must either provide a corrected number or provide data notes as to why the numbers exceeded the 10% range.

For FY07 Table 7 – Dispute Resolution report was not submitted on time. The person who was responsible for completing this report has left. A more effective system was put into place to compile this information and the data was reported prior to the deadline.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY08:

Status of APR Improvement Activities/Timelines/Resources for Indicator 20 (FFY 08)

Improvement Activities	Timelines	Results of the Activity	Impact of the Activity
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Continue to develop, refine eRIDE system to maintain database and performance of the system for the identification and correction of IDEA non-compliance.	July 2007 and onward	Met all deadlines.	Positive.
Provide more training and documentation in accordance with Referral and Evaluation Process Within 60 Days (Special Ed Initial Evaluation System).	July 2007 and onward.	Statewide, the compliance rate for Indicator 11 went from 64% in FY07 to 85% in FY08.	Positive.
Continue to meet with LEA data managers on a bi-weekly basis to collaborate, coordinate, and further develop policies and procedures to improve data quality and the data collection process.	Ongoing.	Met all deadlines.	Positive.
Continue to work with other offices within RIDE as well as LEAS to ensure more timeliness for meeting data reporting requirements.	Ongoing.	Met all deadlines.	Positive.
State will incorporate the OSEP Rubric into Indicator 20.	For SPP/APR reporting annually.	Rubric will clearly display how RIDE did on meeting data reporting deadlines.	Positive.

Improvement Activities	Timelines	Results of the Activity	Impact of the Activity
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<p>Move the data from eRIDE to the Data Warehouse to accelerate the processing of the data to meet the federal reporting deadline. Starting with the Child Count, Educational Environment and Exiting Data.</p> <p>The difficulties demonstrated in evaluating three data sources underscore the importance of developing greater consistency in the data collection system. The state has continued to work toward a data collection effort focused on collaborating with the Department of Human Services to issue a unique student identifier (SASID) to all children enrolled in Early Intervention. An interagency agreement signed by the Commissioner of Education and Director of the Department of Human Services review allowing Part C to assign children a unique identifier that could be used by both Part C and Part B has been delayed. RIDE continues to be committed to use of this identifier which would allow for the unequivocal determination whether children who were referred from EI and were determined to be eligible for special education services, had an IEP developed and implemented by their third birthday. With a</p>	<p>The timeline on this right now is not clear. Revisions must be made to the data warehouse before this can proceed.</p> <p>This is Ongoing.</p>	<p>Will have no Impact on meeting deadlines.</p> <p>This seems to work.</p>	<p>Neither positive or negative effect on meeting deadlines.</p> <p>Positive, gets the job done.</p>
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<p>shared unique identifier, the state will be able to compare the information provided by Part C, the date of birth, and the initial date of the child's IEP. The state views this as the most reliable method of collecting the data required for this indicator. Additionally, the implementation of the unique student identifier has the potential to reduce the number of late referrals to transition. This work has been delayed due to fiscal constraints, personnel changes as well as work force capacity at the Department of Human Services (DHS). The fiscal constraints are related to the cost of building a new field for the SASID within the Part C data collection system. The time required to regularly assign new Part C students a SADID is the primary workforce capacity issue. Recently, the state began to explore the possibility of linking the SASID with the Kidsnet data system managed by the Department of Health. Kidsnet is a large data system which includes public health information on all children in Rhode Island. Part C programs in RI enter information into Kidsnet. Linking the RIDE student identifier to the Kidsnet data system would eliminate many of the barriers to the data sharing between Part C and Part B. The system would require only minor revision which</p>			
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<p>decreases the cost and Kidsnet is more user friendly which decreases the personnel expense. At this time, Part B staff are drafting a proposal for review by the legal department.</p> <p>Continue to work with vendor on the State Reporting Module to further ensure data accuracy for the data warehouse.</p> <p>To replace the State Reporting Module created by the vendor, a module was created in-house, which accomplishes the same purpose to ensure data accuracy.</p>	<p>The contract with the vendor has expired.</p> <p>2008 onward.</p>	<p>The results were positive, but costly.</p> <p>This will enable RIDE to make updates and modifications to the system to ensure data accuracy.</p>	<p>Will have to have another method to accomplish this task.</p> <p>Positive. This will be ongoing and written with a RIDE platform for easy maintenance and update. More cost effective.</p>
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